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ABSTRACT

The manual presents an emperically tested coding system for thoughts concerning interaction with same-sex able-bodied or physically disabled college students. Although the system was developed for use with written thought listing, it may be adapted to in vivo or audiotaped thought listing. Thoughts are coded both for valence (positive, negative) and focus of attention (self-referent, other-referent, situation-referent). The manual provides information on general rules, definitions, examples of each of the codes, as well as a male and female version of the questionnaire, Cognitive Role Taking Tasks. The items on this measure discribe frequently occurring interaction situations between able-bodied and wheelchair user students in the college context. Respondents are asked to quantify their feelings of comfort/discomfort in various settings and situations. (CL)

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Cognition Coding Manual: Interaction Between Able-Bodied and Physically Disabled People

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1985

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Cognition Coding Manual:
Interaction Between Able-Bodied and Physically Disabled People

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Abstract

This manual presents an empirically tested coding system for thoughts concerning interaction with same-sex able-bodied or physically disabled college students. Although the coding system was developed for use with written thought listing (disabled and able-bodied versions of the Cognitive Role Taking Tasks measure used in the empirical investigation are also included), it may easily be adaped to in vivo or audiotaped thought listing. Thoughts are coded both for valence (positive, negative) and focus of attention (self-referent, other-referent, situation-referent).

Purpose

The purpose of this manual is to provide a valid and reliable system for the coding of thoughts concerning interaction between able-bodied students and same-sex or opposite-sex able-bodied or physically disabled college students. Thoughs are coded both for valence (positive, negative) and focus of attention (self-referent, other-referent, situation referent).

Although the coding system may be adapted to code in vivo or audiotaped thought listings, it was developed for use in coding written thoughts. Empirical results provide preliminary norms and indicate that the coding system has reasonable reliability and validity (Fichten, & Bourdon, 1984; Fichten, in press).

Each thought is coded as self-referent (S), other referent (O) or situation referent (N) and as positive (+) or negative (-). When a thought does not fit the above classification, it is coded neutral (Ø). Thus, each thought is coded as: S+, S-, O+, O-, N+, N-, or Ø (i.e., codes fit the table below).

	Focus of Attention			
Valence	Self (S)	Other (O)	Situation (N)	Neutral (Ø)
+				
-				

The following information is provided in this manual:

General Rules. This section further describes the coding system, specifies the unit of thought and provides rules of precedence.

Definitions. This section provides definitions of each code and brief examples of how each code is used.

Examples. This section lists typical examples of each of the codes.

Cognitive Role Taking Tasks - D (Male Version). This is the full text of the male version of questionnaire used in the Fichten (in press) study. The 11 items on this measure describe frequently occurring interaction situations (Fichten & Bourdon, 1985) between able-bodied and wheelchair user students in the college context. The "D" stands for "disabled"; this questionnaire asks respondents to list their thoughts concerning interaction with a male wheelchair user student.

Cognitive Role Taking Tasks - A (Female Version). This is the female version of the questionnaire described above. The "A" stands for "able-bodied" (this questionnaire asks respondents to list their thoughts concerning interaction with a non-disabled female college student).

Methodological Notes

Data on the responses of 115 able-bodied college students is provided by Fichten (in press). Information on the reliability of the coding system is also detailed in this article.

The level of difficulty (interacting comfortably) of the various situations listed in the Cognitive Role Taking Tasks measure is as follows (difficulty ranks are based on responses to the question "In such a situation, how comfortable would you feel?").

Rank:	Item Number	
(Easiest -> Hardest)	Disabled Version	Able-Bodied Version
1	4	4
2	8	7
3	1	5
4	9	11
5	11	8
6	5	9
7	2	3
8	10	2
9	6	1
10	3	6
11	7	10

Results show that the difficulty level of situations on the disabled and on the able-bodied versions of the Cognitive Role Taking Tasks measure are not significantly related (Spearman's rho = .30, p = n.s.)

For additional information concerning the questionnaire or the coding system, the reader should consult the Fichten (in press) article.

References

Fichten, C.S. (in press). Self, other and situation referent automatic thoughts: Interaction between people who have a physical disability and those who do not. Cognitive Therapy and Research.

Fichten, C.S. & Bourdon, C.V. (1985). Social skill deficit or response inhibition: Interaction between wheelchair user and able-bodied college students. Manuscript submitted for publication.

Fichten, C.S. & Bourdon, C.V. (1984, Nov.). Automatic thoughts and self efficacy expectations: Interaction with same sex able-bodied and physically disabled peers. Presentation at the Association for Advancement of Behavior Therapy Annual Convention, Philadelphia, Pennsylvania.

Acknowledgements

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GENERAL RULES

The unit of thought is a single stated idea. Sometimes punctuation will make the unit of thought evident. However, the unit of thought overrides punctuation.

Each thought is coded as self-referent (S), other referent (O) or situation referent (N) and as positive (+) or negative (-). When a thought does not fit the above classification, it is coded neutral (Ø). Thus, each thought is coded as: S+, S-, O+, O-, N+, N-, or Ø.

General rules include:

1) If not sure, code Ø.

2) If in doubt whether 1 or 2 thoughts, make it 1.

3) Thoughts including words like "maybe", "why not", "perhaps", "probably" should be disregarded when it is obvious that these words are simply a reflection of the hypothetical nature of the interaction situations.

4) S codes take precedence over O and N codes.

Definitions

SELF

S+

*positive consequences
implies positive consequences or outcomes for self **(Maybe we'll become friends)**

*positive affect
implies that self feeling good **(I'm glad... I managed to do that)**

*knowing what to say or do
implies that one knows what to say or do to achieve desirable consequences or to avoid negative or undesirable ones. Knowing the positive consequences of one's acts. **(I'll say hello...I should invite him)** N.B. do not code S+ if person is not sure about whether this is a good idea or not or if he expects negative consequences (i.e. do not code S+ "I'll say hello but he'll probably ignore me"). N.B. Code S- if person knows what to do by avoiding (do not code S+ for knowing that what to do is to avoid the person).

*more comfortable
any thoughts which make one more comfortable in the situation **(It's OK to ask...What can I lose)**

S-

*negative consequences
implies negative consequences or outcomes for self **(I may have to do his share too...I dont't care what others think...Others may get upset, but so what.)**

*negative affect
implies that self feeling bad **(What does she think of me... I'm so uncomfortable)**

*not knowing what to say or do
implies that one does not know what to say or do to achieve desirable consequences or to avoid undesirable or negative ones. Not knowing what will happen if one does something. **(Should I ask or not...Will he be pleased or angry)** N.B.do not code S- if response reflects curiosity or merely not knowing what the other person is doing (i.e. do not code S- "Is he going to class or to the library...I wonder what's wrong with her...Is he coming or not").

*more uncomfortable
any thoughts which make one more uncomfortable in the situation **(I really should be careful what I say...I'd better not embarass him)**

*wanting to avoid other
any thoughts which clearly indicate that no contact is desired or that contact will be avoided or terminated at the earliest opportunity **(I'll go the other way...I'll pretend I didn't see her)**.

Definitions - continued

OTHER

O+	O-
*positive consequences for other implies positive consequences or outcomes for the other person because of one's acts **(She'll have a ball ... He'll feel better)**	*negative consequences for other implies negative consequences or outcomes for the other person because of one's acts. **(He may get upset... She won't enjoy it)**
*other is OK implies that the other person is capable or likeable or has positive feelings. No pity is shown. **(She's just like anyone else...He'll manage...He seems like a nice person)**	*other is not OK implies that the other person is not capable or likeable or has negative feelings. He is to be pitied. **(I feel sorry for him... It must be really hard for her...She must be embarassed)**
	*other is not OK implied but not stated a thought which may not appear either positive or negative but which reflects that the person is happy that he/she is not in the other person's shoes **(I'm glad it's not me who...)** While it may appear that this is a statement about the self, since it reflects the feeling that the other is not OK, it should be coded O-.

SITUATION

N+	N-
*situation positive implies that the situation is positive in some way or that the situation will have positive consequences for either oneself or for the other person or for both of them. Also code N+ if the statement reflects positives but it is not clear whether for self only or for the other or both **(It'll give us a chance to get to know each other...We can arrange it so that it's convenient for both of us)**	*situation negative implies that situation is negative in some way or that the situation will have negative consequences for either oneself or for the other person or for both of them. Also code N- if the statement reflects negatives but it is not clear whether for self only or for the other or both **(We probably have nothing in common...It will be hard for us to manage.)**

NEUTRAL

Ø

*neutral category
code all thoughts not fitting any of the above categories Ø

Examples

S+ (SELF POSITIVE)

*positive consequences
-maybe we'll get along really well
-maybe we'll be friends
-I'm sure I'll have a good time
-others will think I'm a nice guy

*positive affect
-I'm happy to help
-I'm a good person
-I'm glad...
-It's nice to feel needed
-I'll feel good/pleased
-I managed to do that well
-I can make her feel more comfortable
-I'm pleased to see her

*knowing what to say or do
-I'll go over
-I'll say hello
-I'll try to convince her
-I'm going to try to encourage him
-I'm going to stop talking
-I should invite him
-He probably doesn't like to hear that so we should ...(even though there's a negative assumption about the other, the person knows what to do; S codes take precedence over O codes)
-**N.B.** Code S- if person knows what to do by avoiding (i.e., do not code S+ for knowing that what to do is to avoid the person.)

*more comfortable
-everyone else is amused when I say that
-what can I lose
-I'm sure it's OK to ask
-no sweat/no problem
-I know she'd understand
-I can always try
-if she doesn't want to talk to me, she can always move
-no harm in trying
-I guess (I'm sure) she won't mind

Examples - continued

S- (SELF NEGATIVE)

*negative consequences
-I'll be stuck doing everything
-I don't want to be responsible for her
-I wonder what others will think
-I don't care what others think (assumption that others won't approve)
-Others will avoid me if I hang around her
-Others will think I can't get better friends
-what (assuming negative) will others think of me if I...

*negative affect
-I don't want to appear nosey
-I don't want her to get the wrong idea
-he'll think I'm pitying him
-I wonder what he's thinking of me
-she probably thinks I'm pushy
-it's too bad I can't really understand how he feels
-whenever I see him I get nervous
-I would feel very uncomfortable
-I'm afraid I'd remind her of bad times
-Oh, am I in trouble

*not knowing what to say
-what's going to happen
-I wish I knew whether he wants company
-should I do this or that
-I don't know what to do
-should I ask or not
-if I do that will he feel good or bad
-will he be pleased or angry
-will he be able to handle it or should I do something else
-I don't know what to say
-I don't know if he wants my company or if he wants to be alone
-how will he react if I...
-what will we talk about
-what will he say
-I wonder if he will mind if I...

*more uncomfortable
-I should be careful not to offend him
-I'd better not disturb him
-I shouldn't embarass her
-I never understand how others feel
-I don't want him to think that I pity him
-I hope he's not thinking that I pity him (meta-communication)
-I hope he doesn't think I'm mean (cruel, too curious, interfering) (meta-com.)
-**Note.** meta-communication = I think that he thinks that I think

*wanting to avoid the other
-I want no contact
-I'll pretend I didn't see him
-I'll go the other way
-I'll make an excuse and leave

Examples - continued

O+ (OTHER POSITIVE)

*positive consequences for other
-she'll liven up if I ...
-he'll feel better when we...
-she'll have a ball
-she'll appreciate it

*other is OK
-she is like everyone else
-she'll manage
-she seems like a nice person
-she is just like me
-he's a person too

O- (OTHER NEGATIVE)

*Negative consequences for other
-she may feel out of place
-he might get upset
-his feelings will be hurt
-she won't enjoy it
-she might feel terrible
-poor him

*other is not OK
-I feel sorry for him
-he can't do anything
-it must be really hard for her
-he has few friends
-she must be shy
-maybe she has no friends
-she must be having a tough time
-she must feel uncomfortable
-he probably feels embarassed
-it must be hard

*other is not OK implied but not stated
-I'm happy that I'm not in his shoes
-thank goodness that it's he who's in that situation and not me

Examples - continued

N+ (SITUATION POSITIVE)

*situation positive
-gives us a chance to get to know each other
-we'll have a chance to talk and break the ice
-it sounds like fun
-this is a pleasant situation
-these are friendly grounds
-maybe we can arrange things so that it's convenient for both of us
-we will do it and get it done
-there is no problem
-we have a common topic to talk about
-we'll do others a good deed
-we share the same interests
-something good happens in this situation
-the more the merrier

N- (SITUATION NEGATIVE)

*situation negative

-we probably have nothing in common
-it will be hard for us to manage
-I hate working with others
-I don't like big groups
-things won't go well for us

Ø (NEUTRAL)

*neutral category
-if she does that then I'll ... if she does the other, I'll do ....
-**N.B.** If, according to manual S+ or O+ or N+ should be coded, but it is absolutely clear that this thought makes interaction difficult (i.e. hampers interaction), code Ø.

COGNITIVE ROLE TAKING TASKS-D

MALE VERSION

We want to find out about thoughts and feelings concerning interacting with disabled students. In the questionnaire in front of you 11 situations are presented, one on each sheet. For each situation, imagine that you are actually in the scene. It may be helpful to picture the situation as an imaginary movie. As the situation progresses, write the thoughts that are running through your mind. Please write the thoughts you have about the situation and not a description of the scene. To help you write only thoughts, begin by first writing quotation marks directly after the situation.

Read the following examples to get an idea of the sort of response we're looking for.

Examples

You and a guy you met in class just had coffee and a really good talk in the cafeteria. You like him and want to get to know him better. You're ready to leave. You are thinking that:

Example 1.

"I'd like to get together with him again but if I suggest that we meet for lunch tomorrow maybe he'll feel that I'm too pushy. Maybe I just won't say anything and we will probably bump into each other again."

Example 2.

"I'm not sure how he feels but I'd like to see him again. If I suggest lunch tomorrow, the worst that can happen is that he'll say he can't make it. He probably likes me as much as I like him."

1. You are walking down the corridor and see a disabled male classmate wheeling toward you. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

---

2. A male classmate in a wheelchair, you, and some classmates want to go out for dinner. The question of transportation comes up. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

3. You and a male classmate in a wheelchair are having a deep discussion about your lives. You want to find out what is wrong with him and how it feels to be in a wheelchair. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

---

4. A male student in a wheelchair has just asked you for help to sharpen a pencil because he cannot reach the pencil sharpener on the wall. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

5. One of your classmates is attempting to move from one level to the next by trying to move his wheelchair up one step. He is concentrating on what he is doing. You are walking toward him. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

---

6. In class you notice that a physically disabled male student in a wheelchair is sitting alone. You are contemplating joining him. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

7. You and a group of male students are talking about dates, sex and sports when a disabled male classmate in a wheelchair arrives. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

---

8. You and a group from your class are planning to attend a campus get-acquainted party. You are organizing the students in your class. Everyone seems to be going. A male classmate in a wheelchair is just entering the room. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

9. You and some classmates are planning to go out to a bar to celebrate the end of exams. Everyone is talking about which bar to go to when a male classmate in a wheelchair arrives. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

---

10. You are sitting with some friends in the cafeteria. A male student in a wheelchair whom you don't know well comes and joins the group. You are introduced and shortly thereafter everyone else leaves. You have 15 minutes before class. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

11. You and a male classmate in a wheelchair have been assigned to work together on a project. The project requires fieldwork and background research. The two of you have to arrange how to get the project done. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

COGNITIVE ROLE TAKING TASKS-A

FEMALE VERSION

We want to find out about thoughts and feelings concerning interacting with college students. In the questionnaire in front of you 11 situations are presented, one on each sheet. For each situation, imagine that you are actually in the scene. It may be helpful to picture the situation as an imaginary movie. As the situation progresses, write the thoughts that are running through your mind. Please write the thoughts you have about the situation and not a description of the scene. To help you write only thoughts, begin by first writing quotation marks directly after the situation.

Read the following examples to get an idea of the sort of response we're looking for.

Examples

You and a girl you met in class just had coffee and a really good talk in the cafeteria. You like her and want to get to know her better. You're ready to leave. You are thinking that:

Example 1.

"I'd like to get together with her again but if I suggest that we meet for lunch tomorrow maybe she'll feel that I'm too pushy. Maybe I just won't say anything and we will probably bump into each other again."

Example 2.

"I'm not sure how she feels but I'd like to see her again. If I suggest lunch tomorrow, the worst that can happen is that she'll say she can't make it. She probably likes me as much as I like her."

1. *You are walking down the corridor and see a female classmate walking toward* you. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

---

2. You and some female classmates want to go out for dinner. The question of transportation comes up. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

3. You and a female classmate who has a plaster cast on her leg are having a deep discussion about your lives. You want to find out what is wrong with her and how it feels to be in a cast. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

---

4. A female classmate who is shorter than you has just asked you for help to reach a library book located high on the shelves. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

5. One of your classmates is trying to move some audio-visual equipment up one step. She is concentrating on what she is doing. You are walking toward her. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

---

6. In class you notice that a female classmate is sitting alone. You are contemplating joining her. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

7. You and a group of female students are talking about dates, sex and sports when a female classmate arrives. You are thinking that:

a. In such a situation, how comfortable would you feel?

very uncomfortable I 1 I 2 I 3 I 4 I 5 I 6 I very comfortable

b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

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8. You and a group from your class are planning to attend a campus get-acquainted party. You are organizing the students in your class. Everyone seems to be going. A female classmate is just entering the room. You are thinking that:

a. In such a situation, how comfortable would you feel?

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b. How certain are you about your answer to question (a) above?

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quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain

11. You and a female classmate have been assigned to work together on a project. The project requires fieldwork and background research. The two of you have to arrange how to get the project done. You are thinking that:

a. In such a situation, how comfortable would you feel?

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b. How certain are you about your answer to question (a) above?

quite uncertain I 10 I 20 I 30 I 40 I 50 I 60 I 70 I 80 I 90 I 100 I certain